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ABSTRACT

The methods used during 1975-76 in the career education program in Norwalk (Connecticut) were designed for each grade level--elementary, middle school, and high school. (The program began with a Federally funded pilot program in the spring of 1972 in three schools and has expanded, over a four and one-half year period, to a total program in all 25 Norwalk schools. The objectives were to make students aware of why people work, the dignity of work, the wide variety of options available, and to help them acquire skills necessary for work and engage in work that is satisfying and beneficial to society.) Elementary school teachers used career education curriculum units and received assistance from a career education specialist. In the middle schools several approaches were taken including activity periods, simulated work experiences, guidance, and others. At the high school level the career resource center was available on a full-day basis, and career conferences and activities were conducted on a regular basis. The Armed Forces Vocational Aptitude Battery was given to high school students on a voluntary basis. In this report, findings and analyses, conclusions, and recommendations are made for each of the three grade levels. Appendixes include a followup survey of 1975 graduates, a plan for career education, career speakers, levels of elementary school involvement, and high school career conferences. (TA)

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**CAREER EDUCATION IN THE NORWALK PUBLIC SCHOOLS
EXEMPLARY PROJECT**

FINAL REPORT

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Board of Education
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Norwalk, Connecticut 06852**

June 30, 1976

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DIVISION OF VOCATIONAL EDUCATION
RESEARCH AND PLANNING UNIT
HARTFORD, CONNECTICUT**

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PREFACE

Norwalk is completing its fifth year of installing Career Education in its public schools. The first two years involved pilot projects in a few schools and then with exemplary program funding, we proceeded to install it in all the schools in our system. Each year we have been able to make incremental improvements in our programs. In the three-year period of exemplary grants, we have observed the following improvements:

1. In the elementary school, we have moved from a career specialist taught program to a classroom teacher taught curriculum and then to a complete integration into the regular school curriculum. This is the attainment of an aim brought into focus five years ago.
2. Our middle schools have recognized the opportunities in the Career Education area and made it a required subject one period per week for all students. It is now scheduled as a regular class in a former activity period.
3. In our high schools we see Career Education operating in close cooperation with three related areas:
 - a. Guidance department
 - b. Cooperative work experience coordinators
 - c. Special assistance team for vocational students.

The natural involvement of these three areas has led us to make preliminary plans to install an experience based career education program in our high schools. This program will be based primarily on our experiences in these areas.

We are grateful for the exemplary funding we have received over the past three years for our Career Education programs. It has enabled us to offer some creative and innovative experiences for our students in grades K-12. We have also been able to discover ways to maintain many of the strong points of the program without extra funding. It has been a pleasure working with the many other communities in the State who have either visited us or invited us to assist them in their programs.

We were fortunate to have the total support of our educational, business and industrial community. We are grateful to them for giving unselfishly of

their time in our program. They served as consultants, career day speakers, field trip guides and many other functions. Our Vocational Advisory Council under the leadership of Dr. Bernard Unger has given advice and counsel to the program since its inception.

I would like to acknowledge the support of the Norwalk Board of Education and the Superintendent of Schools, Dr. Richard C. Briggs, who has lent his personal support to this program at critical times. Dr. Peter A. Barile, Jr., Assistant Superintendent for Instruction has provided continuing counsel to me and given valuable assistance as the liason to participating schools. The principals in the 25 schools involved have worked closely with us in providing special schedules, travel arrangements and those many other little things that can decide the success of an innovative program.

I was fortunate to have a fine staff under the leadership of Dr. Robert Schiff, Program Coordinator. It is their dedication that really made the program work. They are:

Dr. Robert Schiff, Coordinator
Mrs. Debra Arnold, Secretary
Mrs. Jo Merle Waldron, Elementary Specialist
Mrs. Nancy Scheinkman, Middle School Specialist
Mr. Wightman Reilly, Middle School Specialist
Mr. Gerald O'Connell, High School Counselor
Miss Cynthia Savo, Counselor Intern

This program received its original impetus and operated under the continuing consulting services of the State Division of Vocational Education, Mr. Edward Sillari, Associate Commissioner and Director, Mr. Fred Haddad, Mr. Richard Wilson and Dr. Saul Dulberg, Consultants.

I am grateful to them for supporting our efforts in our Career Education project.



Forrest E. Parker
Project Director

SUMMARY

This report summarizes the activities of the exemplary project of Career Education in the Norwalk Public Schools for the 1975-76 school year.

The Career Education staff in Norwalk has been involved for four and one-half years installing Career Education curriculum in the twenty-five schools served. We have moved from the specialist installing the curriculum to the classroom teacher assuming this responsibility. The staff developed complete curriculum guides for the total program which includes career awareness, exploration and preparation.

The objectives of this project are to create an awareness and appreciation of why people work, the dignity of work and some of its rewards. Students explore the several clusters of the world of work and find some indication of their place in our working society. Finally students are prepared to enter the world of work or identify additional training needed to reach their selected vocational objective.

The career awareness components in grades four and five were infused into the curriculum through simulated "hands-on" work experiences. In grades one through three the curriculum materials published by Dr. John Sennish were used.

The exploration component in grades 6-8 (middle school) included three approaches:

1. Career education units taught during activity periods.
2. Simulated work experiences in areas of plastics production, transportation (rocketry) and communication (simulated radio broadcasting station).
3. Guidance activities which included, career interest inventories, career conferences, career resource centers.

In grades 9-12 career preparation was stressed in the following ways:

1. Administration of career interest inventories, Armed Services Vocational Aptitude Battery and selected special instruments as required to meet individual needs.

2. A grade nine world of work unit in all civics classes.
3. A resource center staffed by a counselor and intern for Career Education.
4. Career conferences and field trips.
5. A follow-up survey of 514 graduates of Norwalk High School. See Appendix I.

We have found a great increase in support for our programs since we have totally involved the classroom teacher. It continues to be very well received by the students and their parents. We recognize that the following improvements should be made next year:

1. Update curriculum guides to include new units for grades 7 and 8.
2. Increased support from principals in the implementation of curriculum units at the elementary and middle school levels.

I. Background or Setting

The Career Education program in Norwalk began with a federally funded pilot program in the spring of 1972 in three schools and has expanded to a total program in all 25 Norwalk schools. This includes 16 elementary schools, 5 middle schools, 2 comprehensive high schools, a vocational school and Central Catholic High School.

Norwalk's program of Career Education represents a sequence of educational experiences in all subjects and at all levels of education. Ideally, these should begin in early childhood and continue through the individual's productive life. We are providing experiences that will equip the student upon leaving school to (1) pursue meaningful employment with a saleable skill, (2) seek further education with a definite career goal in mind, or (3) choose some combination of both 1 and 2.

Norwalk is an industrial city of 83,000 citizens in easy commuting distance of New York City. It has approximately 22% minority group citizens. Norwalk's own business-industrial complex coupled with commuting access to the wide variety of occupations available in New York City caused us to set broad objectives for our Career Education program. Stated in their simplest form, the objectives include, (1) making our students aware of why people work, (2) the dignity of work, (3) the wide variety of options available to our students, (4) help them to acquire skills necessary for work and (5) engage in work that is satisfying to the individual and beneficial to society.

To meet this need during the 1975-76 school year, we have served 15,465 students in the following categories: 6,842 elementary, 3,807 middle school, 4,194 high school and 230 vocational school students.

II. Methods

The methods used during 1976-76 in the Career Education program in Norwalk were tailor-made to the grade level. Thus, this report will present the activities in categories described as elementary, middle school and high school components. A breakdown of this is presented on a two-way table in Appendix II.

A. Elementary Component

1. Each school was given 5 copies of the Elementary Career Education Curriculum Guide.

2. From the guide of 16 units, the classroom teachers selected the four units they wished to implement with their classes.
3. Their requests were listed on a form and sent to the elementary school Career Education Specialist who sent each teacher their own copies of the requested units. The Specialist then conferred with each teacher to determine the degree of assistance desired by that teacher.
4. The elementary school Specialist supplied the classroom teacher with the necessary materials and desired assistance. Methods of assistance varied from one school to another and some times varied within a school, according to the needs of each teacher. The range of requests can be seen below:
 - a. classroom teachers who functioned totally independently, requesting no assistance.
 - b. classroom teachers who implemented the units without assistance, but did request supplies.
 - c. classroom teachers who requested supplies and demonstration or introductory lessons.
 - d. classroom teachers who requested supplies and the services of the elementary Specialist working side-by-side in a team teaching situation for the major part or all of a unit.
 - e. some teachers requested the same degree of assistance for all the units they implemented, while others required different degrees of assistance for each unit.

B. Middle School Component

1. Activity Period Approach

- a. Career Education units taught during activity periods in middle schools to 6th, 7th and 8th graders from the curriculum guide, one unit per week during a 42 minute period for Career Education.
- b. Procurement of free films for use during activity periods and in subject classes where appropriate.

- c. Career Corners in each of the middle school libraries.
- d. Maintain a Resource Center for teachers in Roton Middle School.
- e. Implementation of Career Education activities in Learning Centers for Special Education students.

2. Simulated Work Experience Approach

- a. Each of the 1229 students in grade six worked for days at a time in a school-based manufacturing setting. The plastics factory spends 2 months in each of the five middle schools during the school year. Students use injection molding equipment, laminating machine and engravers and take home finished products. Students elect a foreman and apply for jobs. Also, a student may be fired from his/her position if the situation warrants it.
- b. Seventh graders study transportation using rocketry as a vehicle. Rockets are constructed and launched along with mathematics related activities including the study of tracking and trajectories. This activity was accomplished by 1353 students in 5 middle schools.
- c. Eighth graders in one middle school piloted a unit on home design/floor plan outlay and interior decorating. Reactions will be discussed under Findings and Analysis.

3. Guidance Approach

Guidance Counselors cooperating with the Career Education staff administered a career interest inventory to eighth grade students during the school year. The instrument, developed by Dr. John Holland is entitled, "The Self Directed Search." Students score their own inventory upon completion and have the advantage of immediate feedback.

Career conferences were held in each of the five middle schools for eighth grade students. This was coordinated through the Central Office. A student could select three speakers he or she wished to hear from a list of 15 speakers, one representing each of the 15 U.S.O.E. career clusters. Each presentation lasted about 35 minutes and was followed by about 7 minutes of questions and answers. See Appendix III for List of Speakers and the vocations they represent.

4. Miscellaneous Approaches

- a. Random teachers integrated Career Education concepts into the curriculum of their subject areas in the middle schools.
- b. Teachers who established small businesses (junior achievement style) received assistance from the middle school Career Education Specialist.
- c. Field trips to local occupational areas were conducted with middle school students. Trips were confined to those areas within walking distance of the schools.
- d. A contest was organized in West Rocks Middle School in which the winning student must identify all of the careers implied by various "tools of the trade" represented.
- e. The Career Education Specialist arranged for a young lady with a strong interest in veterinary medicine to spend time at the local animal hospital.

C. High School Component

One full-time Career Counselor is responsible to both public high schools in Norwalk. During the second school semester, a guidance intern was added to the staff. The intern was able to offer coverage to the Career Education Resource Center on a full-day basis.

The Career Centers were used throughout the school year by individuals and small groups. The most frequently used resources were the Career Files and the Occupational Outlook Handbooks. However, there were many other types of materials that were utilized by students. Kuder Preference Records and Self-Directed Search Inventories were used quite often. The Career Resource Centers became a focal point for the dissemination of career material.

At both high schools, career conferences and activities were conducted on a regular basis, from September to June. Students learned of these activities through the means of flyers, guidance newsletters, school and local newspapers, and radio slots.

The Armed Forces Vocational Aptitude Battery was given to the students of both high schools. This was done on a voluntary basis.

Nearly 300 students took advantage of these opportunities. The tests were administered by military personnel. Shortly after taking these tests, the results were returned and interpreted to the students. These tests are very popular with students and this may indicate that many students are actively seeking to discover their aptitudes and vocations.

Additional career activities include:

1. Assist guidance counselors with College Night activities
2. Attend State of Connecticut Career Education Department conferences
3. Participate in Armed Forces evening conference
4. Orientation sessions with career guidance intern
5. Participate in college and parents night
6. Conduct Explorer Scout Career Survey

III. Findings & Analysis

A. Elementary Component

1. The majority of classroom teachers have very strong feelings, either pro or con, regarding career education. The teachers who are supportive comprise almost 2/3 of the total staff. Most of these are highly enthusiastic and are totally sold on the value of Career Education. These teachers devote extensive time to the implementation. At the other end of the scale are the 1/3+ who do not see a need for Career Education at the elementary level and who spend little or no time on its implementation.
2. The above point can be highlighted with the fact that very few teachers select and implement only one unit. They either select 2 or 3 extensive units or 4 moderate ones, or none at all.
3. The flexibility allowed the Career Education Specialist permitted her to give the degree and type of assistance preferred by each teacher. The classroom teachers who disliked having another teacher in the room could be in full charge and relatively independent. Conversely, the classroom teachers who panicked at the thought of teaching Career Education were relieved to find they had someone to call on for whatever degree of help was needed. Several teachers who felt they needed help getting started found they could continue the units through to completion on their own. Please see Appendix IV for Levels of Elementary School Involvement.

B. Middle School Component

1. Activity Period Approach

- a. Positive reaction to the availability of free films for class use
- b. Moderate use of the Career Corners in the middle school libraries
- c. Mixed reaction among students and teachers to the Career Education activity periods. Some teachers questioned their ability to adequately teach Career Education.

2. Simulated Work Experience Approach

- a. Some sixth grade students had difficulty in operationalizing the concepts of division of labor and compensation for their labor.
- b. Most sixth grade students were able to successfully use the programmed instructions for the engraver.
- c. A few sixth grade students, especially the more active ones, had difficulty in following any instructions.
- d. Students in grade 7 are still very self-oriented. This makes it extremely difficult for many of them to work in groups that require the breakdown of a task into separate components.
- e. The more academically-oriented seventh grade students are interested in the "why" behind the various steps. The under-achievers, on the other hand, just want "to do" the steps and don't care what the reason for it is.
- f. Eighth grade students are developing strong worker identities - if they don't get something, they aren't going to work.
- g. Many eighth grade students seem to have a total lack of initiative. They would not try to build a piece of furniture unless shown exactly how to, step by step.
- h. Many of the eighth graders' mathematics skills are extremely poor, especially in the area of measurement and proportion.

3. Guidance Approach

- a. Very positive response from students in regard to the career interest survey.
- b. Very positive response from students in regard to career speakers.
- c. Mixed reactions among teachers regarding career interest surveys.
- d. Very positive reaction from teachers regarding career speakers. Please see Appendix III for additional background information concerning the 25 speakers.

4. Miscellaneous Approaches

- a. Tremendous student participation in the Career Education contest linking tools of the trade with careers.
- b. The number of requests for Career Education resources slightly below that of school year 1974-1975.

C. High School Component

The Career Education Resource Centers were used by a significant percentage of students through their own efforts, suggestions of guidance counselors and career staff and as a requirement of the ninth grade Civics program. Through career conferences and the availability of the Career Resource Centers, Career Education has been able to stimulate many students who otherwise might have disregarded any search for career development. Not only has the Career Education staff been influential in this stimulation but the teaching staff has recently shown an additional interest in career activities. This fact bodes well for the future of Career Education, an integral function of the total education goals.

Career conferences were conducted approximately once a month at each high school. Please see Appendices V and VI for additional information concerning speakers at each of the high schools.

IV. Conclusions

A. Elementary Component

1. The program was enthusiastically received by the children and their parents.
2. The flexibility allowed the specialist is essential to enable the diverse needs of the classroom teachers to be met.
3. Firmer stands were taken this year. Many aloof teachers were "won over" upon seeing the successful activities implemented in other classrooms within their schools. These teachers then approached the specialist for assistance and now are firm supporters.
4. The most effective way to change a teacher's attitude is for them to see successful results with another class. This is much more convincing than any discussion or debate no matter how well documented.

B. Middle School Component

1. Activity Period Approach

The integration of Career Education into the academic subject areas was temporarily eliminated during the 1975-76 school year in favor of Career Education taught during activity periods by teachers without regard to the teacher's area of specialization. Approximately 70% of the teachers taught this series of 40 units in a curriculum guide with a positive attitude. Approximately 20% of the teachers taught this series with some resentment. They considered it to be an add-on outside their subject area and disliked no additional time allowed for preparation. Approximately 10% of the teachers were very much opposed to this program. In some cases, this 10% was teaching Career Education three times a week to students in three different grade levels.

2. Simulated Work Experience Approach

- a. The sixth grade experience is the most successful of the middle school program. It is a continuation of the elementary school unit. The variety and nature of the products permit the students to enter into a role playing situation necessary for a successful simulation experience.

- b. The rockets unit is not quite as successful as a simulated work experience. Ideally, it should be an experience based on the real world of work - construction of rockets alone may not meet this criteria. The related discussion of division of labor enhances this approach.
- c. Due to the lack of skill on the part of the students, the house design unit resulted in poor performance. Out of twelve groups only four were able to successfully design and complete their rooms.

3. Guidance Approaches

As previously mentioned, the career interest inventory was found to be beneficial to most students. Those with poor math abilities had some difficulty in scoring the instrument. This may constitute 5-10% of the total student body completing the instrument.

The success of the career conferences was due, in part, to the cooperation of local business organizations and various divisions of the State Government, such as, the Department of Labor, Department of Environmental Protection, Health Department, and Department of Education.

C. High School Component

That Career Education is becoming an integral part of the total picture of education has been demonstrated in the last few years in Norwalk's high schools. The future should see an even greater link between the community and the schools, with both parties eager to participate in the drive to see a relevancy between educational practices and community needs. As the career education staff meets with community leaders and workers, one senses a reciprocal interest in each other's activities. When economic conditions improve one is bound to see even a greater interest in career education.

V. Recommendations

A. Elementary Component

1. Infiltrate the few schools in which there are no supporters and present a series of successful lessons with one class to serve as a positive influence.

2. Each school facility should determine the range of experiences they would like to implement and the materials needed. Each school should then be supplied with their own set of materials.
3. An administrative directive should be issued to all principals and teachers clearly stating the expected or required degree of participation.

B. Middle School Component

1. Activity Period Approach

- a. Increase the quality and quantity or both preservice and inservice training for classroom teachers involved.
- b. Increase the number and scope of films and filmstrips available to teachers.
- c. Allow additional flexibility in the activity period units to be taught,

2. Simulated Work Experience Component

- a. The sixth grade plastic unit should basically remain the same except for replacement of products. The telephone dialers had little attraction for most students and should be replaced. The supplies for the laminating press are becoming prohibitive due to cost and perhaps could be replaced with a rotational molded product.
- b. The house design unit meets the requirement for a simulated work experience project. However, it is not suited for eighth graders. It could be scaled down and placed in the elementary program.

3. Guidance Approaches

- a. It is recommended that students be offered three career conferences of their choice.
- b. It is recommended that career interest surveys be conducted prior to the scheduling of career conferences,

C. High School Component

The primary high school recommendation is for time allocation for career education personnel to interact with community and labor leaders. These are the people who can offer a great deal of perspective to those in education who may not be fully aware of the future requirements of the community and the nation. The local Chamber of Commerce and the local Labor Councils would be an excellent starting point. They appear eager for a relationship which would enhance everyone.

The second recommendation is to retain the career centers in their present locations and to fully implement them.

The last recommendation would be to eliminate the problem of having one person alternate between two schools. It creates problems too numerous to mention here. However, one must be realistic and consider budget problems that created this situation.

VI. Miscellaneous Notes

Elementary Component

1. Several teachers have indicated a desire to develop their own units. In these cases, we have encouraged them and given limited financial support when materials were needed. The successful units were written up by the elementary Career Education Specialist, duplicated and distributed throughout the system with credit given where due.
2. The manufacturing and marketing units have proven to be an excellent vehicle for the fund-raising that most schools require for field trips, etc. Teachers have had their classes mass-produce items, then price, advertise and sell their products. In some schools, this has replaced the other means of fund-raising (buying and reselling a commercial product).
3. Some teachers have introduced the concept of investment by giving their students the option to buy "shares" in their company and reap the benefits when the products are sold. (Other teachers have distributed the products manufactured by their class to the students as their "pay" for working. In these cases, a simulated sale is usually held with play money and younger students as customers).

4. In addition to the regular curriculum, a highly successful work experience was developed last year and expanded this year. The students from a class are paired on a 1 to 1 basis with varied employees at Caldor's Department Store. After first filling out mock applications and being "hired" for their specific job, they "work" with the employee for 60-75 minutes, and then are evaluated by their "supervisor". The elementary Specialist will attempt to make similar arrangements next year with stores in other parts of the city.
5. The Specialist has reviewed all the 4th and 5th grade textbooks and revised (when necessary) the curriculum guide to correspond with the texts. A chart was prepared to be distributed to the classroom teachers next year to guide them in a more relevant integration of Career Education with their subject matter.

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Appendix I

FOLLOW-UP SURVEY - NORWALK HIGH SCHOOL

The basic results of the survey:

1. 210 (41%) of the responding graduates enrolled in baccalaureate programs.
2. 91 (17.3%) of the responding graduates are enrolled in 2 year colleges.
3. 11 (2.2%) of the responding graduates are enrolled in public vocational schools.
4. 27 (5.2%) of the responding graduates are enrolled in non-public vocational schools.
5. 15 (2.2%) of the responding graduates are members of the Armed Forces.
6. 143 (27%) of the responding graduates are presently employed in various occupations.
7. 6 (1%) of the responding graduates report that they are unemployed.

A sample of the institutions where 1975 graduates are enrolled in full-time baccalaureate programs:

Arkansas A & M
Boston College
Brown University
Clark University
Fairfield University
Farleigh Dickinson University
Fordham University
Georgetown University
Harvard University
Holy Cross College
Iowa State University
Michigan State University

Sacred Heart University
Skidmore College
Smith College
Temple University
Tennessee State University
Tufts University
University of Bridgeport
University of Connecticut
University of Kansas
University of Maine
University of Missouri
University of Rhode Island

New Hampshire University
North Carolina A & T
Ohio Wesleyan University
Princeton University
Providence College

University of Wisconsin
Villanova University
Washington University
Wesleyan University
Western Connecticut State

A sample of the institutions where 1975 graduates are enrolled in 2-year programs:

American University
Bridgeport Engineering Institute
University of Bridgeport
Hartford Community College
Housatonic Community College
Mattatuck Community College
Mitchell College
Norwalk Community College
Norwalk Hospital
Norwalk State Technical College
Post Junior College
Quinnipiac College

CAREER EDUCATION
NORWALK, CONNECTICUT
Robert Schiff, Coordinator Career Education
1975-76

Career Education Activities

Support Services from Career Education

	Grades	Classroom Curriculum Related Activities	Guidance Related Activities	Career Interest Testing	Career Conf.	Simulated Work Exp.	Career Resource Center for Teachers	Career Resource Center for Students	Field Trips	Co-op Work Exp.	Work Study (Youth Service Bureau)	Career Conf.
Career Awareness	1	X					X		X			
	2	X					X		X			
	3	X					X		X			
	4	X				X	X		X			
	5	X				X	X		X			
Career Explor.	6	X	X		X	X	X	X	X			X
	7	X	X		X	X	X	X	X			X
	8	X	X	X	X	X	X	X	X			X
Career Preparation	9	X	X	X	X		X	X				
	10		X	X	X		X	X				
	11		X	X	X		X	X		X	X	
	12		X	X	X		X	X		X	X	

Appendix III

CAREER SPEAKERS IN THE MIDDLE SCHOOLS

<u>Speaker</u>	<u>Company</u>	<u>Topic</u>
Mr. Norman Baldie	Burndy Corporation	Moulder
Mr. Richard Brousseau	Deluxe Check Printers	Maintenance
Mr. William Burdick	Connecticut Light & Power	Utility Related
Capt. Rudolf Costa	Norwalk Police Dept.	Law Enforcement
Mr. George Cromwell	Southern New England Telephone	Utility Related
Ms. Donna Dakun	Katherine Gibbs School	Secretarial
Mr. Peter D'Amico	American Auto Parts	Automotive Related
Mr. Robert DeFeo	Texaco Service Station	Automotive Related
Ms. Gwenn Domke	Deluxe Check Printing	Graphics
Lt. Edward Donnellan	Norwalk Police Dept.	Law Enforcement
Mr. Francis Fay	Norwalk Hour Newspaper	Communications
Mrs. Jean Jennings	University of Bridgeport	Fine Arts
Mr. Harry Jensen	Norwalk Board of Education	Carpentry
Mr. Thomas Kelly	Nash Engineering	Personnel
Ms. Brenda Konstantin	Norwalk Hospital	Health
Mr. Willie Langley	Connecticut Light & Power	Lineman
Mrs. Lenore Mintz	Golden Door Employment Agency	Interviewing
Mrs. Dorothy Newman	Newman & Newman Attorneys	Law Related
Mr. Anthony Prior	Perkin-Elmer	Technician
Mr. Nesbert Rhode	Burndy Corporation	Stock Control
Ms. Helen Robinson	Southern New England Telephone	Telephone Installation
Ms. Thelma Rogers	Nash Engineering	Personnel
Mr. Andrew Ross	Ross Variety Stores	Small Business
Mr. Jeffrey Rothberg	Barrett NonPareil Roofing	Roofing
Patricia Tavella	Perkin-Elmer	Secretarial Science

ELEMENTARY SCHOOL PROGRAM

School	Grade Level	# of Units Implemented								% of Teachers Participating
		2	4	6	8	10	12	14	16	
Broad River	4	■								
	5	■								
Brookside	4	■								100%
	5	■								100%
Columbus	4	■								100%
	5	■								100%
Cranbury	4	■								100%
	5	■								100%
Fitch	4									
	5	■								100%
Fox Run	4	■								100%
	5	■								100%
Honeyhill	4									
	5									
Jefferson	4									
	5	■								1 out of 3
Kendall	4									
	5									
Magrath	4									
	5	■								1 out of 3
Marvin	4	■								100%
	5	■								100%
Naramake	4	■								100%
	5	■								1 out of 3
Rowayton	4	■								100%
	5	■								100%
Silvermine	4									
	5									
Tracey	4	■								100%
	5	■								100%
Wolfpit	4	■								100%
	5	■								100%

Appendix V

BRIEN McMAHON HIGH SCHOOL CAREER CONFERENCES

October 1, 1975	Power Mechanics Conference 82 students 3 speakers
November 5, 1975	Technical Careers Conference 75 students 2 speakers
November 18, 1975	College Day 400+ students 42 colleges
December 12, 1975	Armed Forces Vocational Aptitude Test 117 students 2 speakers
December 16, 1975	Health Careers Conference 105 students 5 speakers
January 29, 1976	Protective Services Conference 150+ students 7 representatives
February 4, 1976	Military Careers Conference 55 students 4 representatives
March 11, 1976	Career Day 400+ students 35 representatives
April 29, 1976	College Day 300+ students 36 representatives

Appendix VI

NORWALK HIGH SCHOOL CAREER CONFERENCES

September 30, 1975	Industrial Arts Conference 145 students 4 speakers
November 5, 1975	Health Careers Conference 120 students 4 speakers
December 1, 1975	Armed Forces Aptitude Test 90 students
November 18, 1975	College Day 600+ students 73 colleges
March 1, 1976	Protective Services Conference 95 students 6 speakers
February 23, 1976	Automotive Careers Conference 55 students 2 speakers
April 21, 1976	Career Day 500+ students 53 representatives
May 20, 1976	Armed Forces Vocational Aptitude Test 94 students
May 27, 1976	Accounting and Office Careers Conference 84 students 2 speakers